

General Ed. discussed in series

Beginning today and continuing throughout this week, The Daily Universe will be running a series of articles on national issues in higher education and what BYU, perhaps uniquely among American universities, has and could contribute to solving some of the urgent problems.

The series was inspired by the Faculty General Education Seminar held on campus June 13-16. Ernest L. Boyer, evangelist of educational reform and president of the Carnegie Foundation for the Advancement of Teaching, led the seminar and presented many of the issues the articles contain.

UNIVERSE OPINION

Boyer's comments also inevitably led to an ever-growing list of books and articles which also address these issues. He would be the last to claim for himself exclusive "right" opinions, so the series draws on other voices as well.

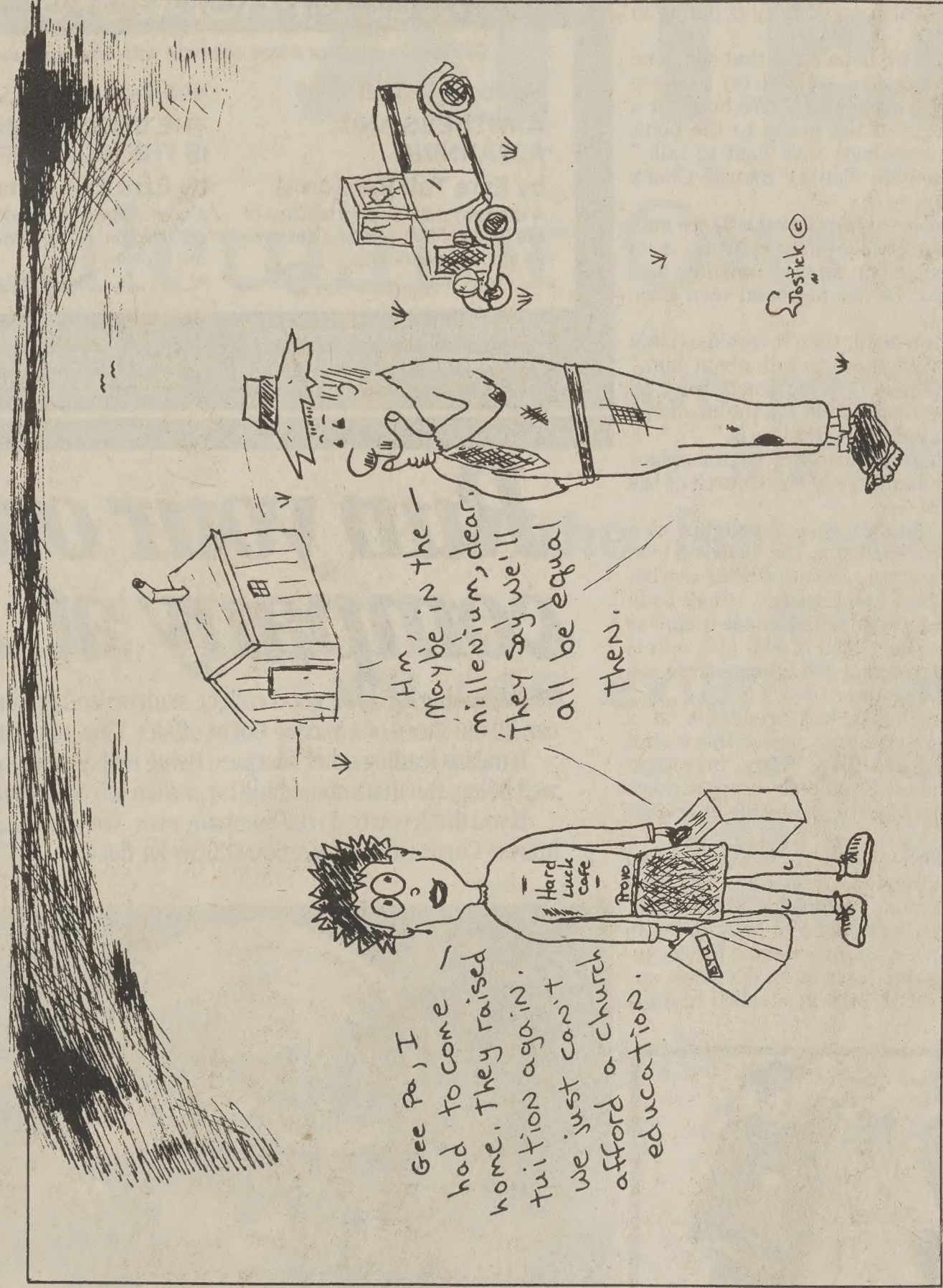
This Monday issue is devoted to the central questions of general education, the opportunities for educational enrichment at BYU and some of our educational achievements. Tuesday's segment discusses the relationship between campus life and the academic experience. Wednesday's article will examine the conflict between teaching and research. On Thursday the evaluation of both teachers and students will be considered. The final installment on Friday will give the author's perception of how BYU might address some of these issues.

The series will also have reviews of the books by Allan Bloom, Ernest Boyer and E. D. Hirsch which have been a catalyst for the current national discussion, as well as a summary of other key references consulted by the author. Comments made by faculty who attended the Boyer seminars will also be included, as taken from anonymous questionnaires that were returned after the seminar had concluded, as well as essays written by faculty members.

It is beyond the scope of this series to evaluate how well BYU is coping with the issues raised. That is for the students, alumni, faculty and administration to do. It is also true that few, if any, of the issues will be new to some at BYU. It should be noted that hundreds of people have been working hard for years to improve BYU's performance in many of the areas of concern. Hundreds can have only so much impact in a community of 33,000-plus, however.

By thus raising the questions here that are being asked of institutions of higher education everywhere, The Daily Universe hopes only to broaden the discussion and to engage all members of the university community in seeking and being part of the answers.

This editorial is the opinion of The Daily Universe editorial board, which comprises the associate publisher, editor, opinion page editor, a teacher of opinion writing and a student staff member. Daily Universe Opinions are not necessarily those of Brigham Young University, its administration or sponsoring church. The editorial board meetings are every Tuesday at 11 a.m. in 541 ELWC. If there is a forum or devotional the meeting will be at 10 a.m. All meetings are open to the public.



LETTERS TO THE EDITOR

Even scarier

Dear Editor:
Jason Chaffetz's article in The Daily Universe was titled: "President Quayle — a scary thought."

We suppose you could call this response: "President Michael Dukakis — a far scarier thought."

Mr. Chaffetz's first question was: "Why did George Bush pick Dan Quayle?" We ask: "Why did the Democratic Party pick Mike Dukakis?" Mr. Chaffetz argues that Quayle lacks experience. Dan Quayle has 12 years of experience on the national level — 12 more than Mike Dukakis.

Mr. Chaffetz mentions that Dukakis has selected cabinets, judges and appointed people in his own state. Now that's a scary thought!

As president, Dukakis would appoint cabinet members who support his foreign policy of global weakness. He would surround himself with liberal thinkers that believe the United Nations should be our first line of defense. He would appoint judges that support abortion, oppose the death penalty, and believe in furloughing convicted criminals. He might even appoint judges that will rule that it is unconstitutional to require the pledge of allegiance in the classroom. These are all scary thoughts.

Mr. Chaffetz says that Mr. Dukakis and Sen. Bentsen disagree on "some" issues. We would classify this as a gross understatement of the facts. We have yet to find many issues that they agree on. In fact, history show that Lloyd Bentsen agrees with George Bush and the Republicans on more issues than he does with Mike Dukakis.

We have come to the conclusion that Jason Chaffetz is recommending that we either vote for George Bush and hope he

lives or vote for Michael Dukakis and hope he dies.

Troy Bergman
Salt Lake City
Michael Edmonds
Salt Lake City

Costume party

Dear Editor:

I went to the "prayer vigil" today only to have found out that I had underestimated. Why didn't anybody tell me that it was a costume party and that I should have dressed in black? Did some important political person die today, or was there a sale at Deseret Industries?

Douglas Fern
Dhahran, Saudi Arabia

Closing down

Dear Editor:

In an effort to "foster participation" the administration has reduced the number of devotionals and forums each semester, and has closed campus during these assemblies. This allows all students to attend, including those who work on campus. However, this devotional policy seems to be inconsistent with the General Conference policy. During Saturday's sessions of General Conference, campus remained open.

I know that the administration has the right and responsibility to do what it thinks is best for the students. Indeed, closing campus during assemblies has boosted attendance. What I cannot understand is how the administration can justify closing campus for assemblies, and not for General Conference.

What percentage of those who otherwise

would be working on campus go to assemblies? I doubt that it is very high. I would like to think that a much higher percentage would have watched General Conference had they been able to.

Perhaps there are valid reasons, which I am not aware of, for keeping campus open during General Conference. But clearly General Conference is much more important than a 50-minute devotional or forum. I think that it is quite inconsistent to close campus while Alfred Kazin, professor of English at the City University of New York Graduate School, speaks to us about 19th-century writers, and not to close campus for Pres. Benson.

Ryan Ireland
Martin, S.D.

Hidden meanings

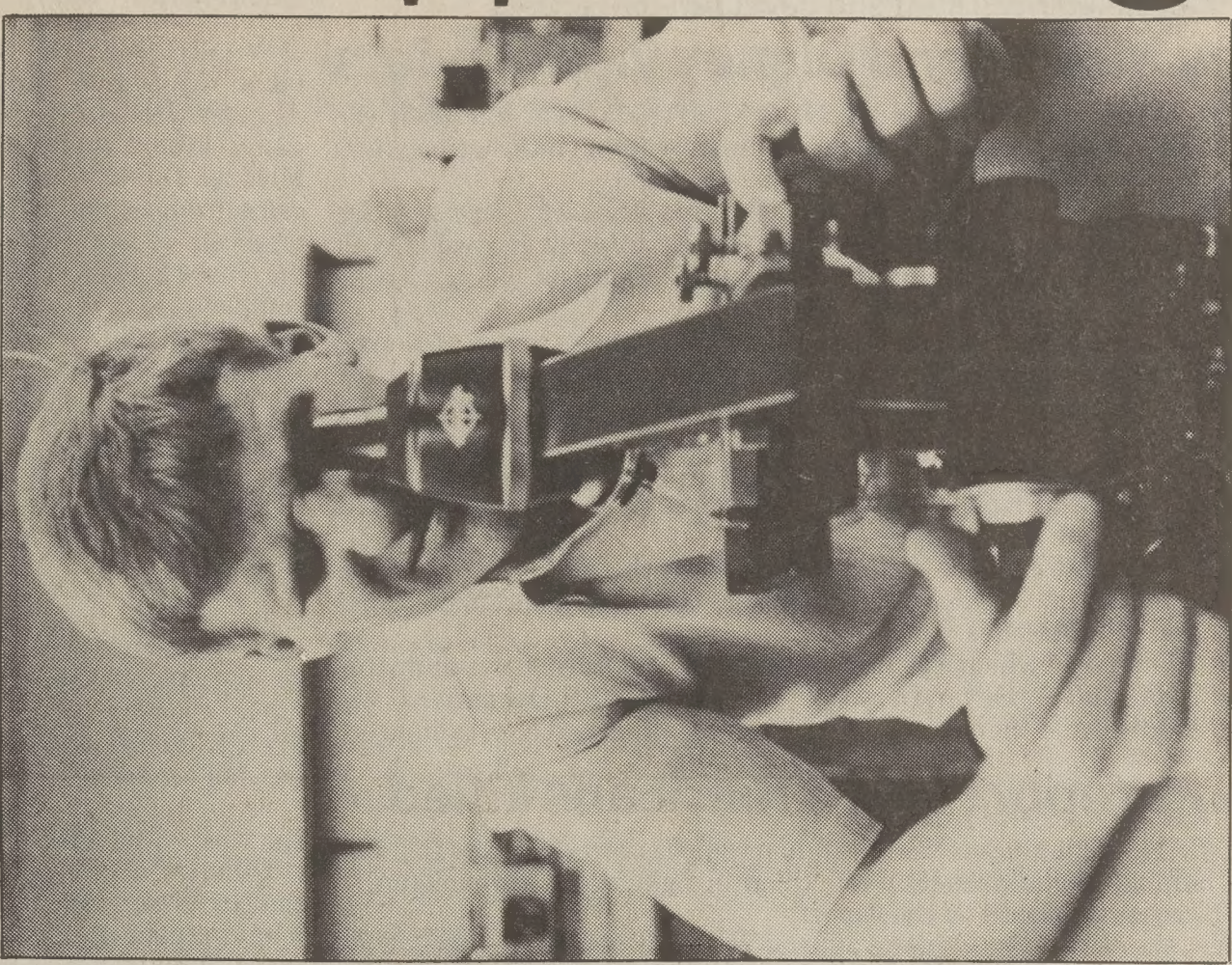
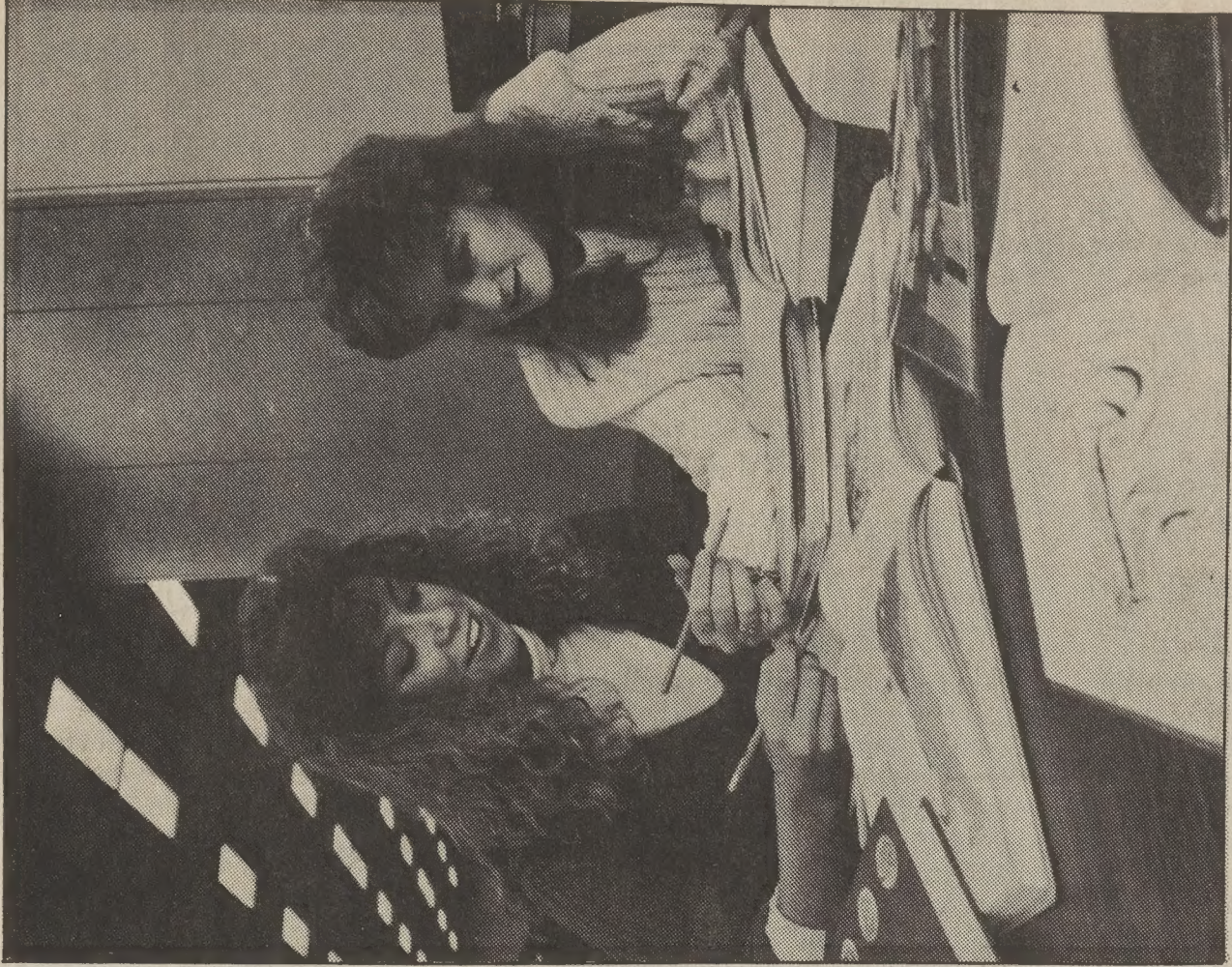
Dear Editor:

I agree with Jason Hardy that we shouldn't use "loaded words" to try to sway others' opinions. I object to the word "fetus" being used to hide the reality that an unborn baby is what we are talking about. I object to the word "abortion" being used to disguise the reality of killing an unborn human being.

Maybe I misquoted Dukakis in saying he wants the death penalty for unwanted babies. He actually said he doesn't like abortion, but thinks it should be allowed to go on anyway. In other words, he approves of the death penalty for unwanted babies.

Noel Smith
Mapleton

The Daily Universe gladly accepts letters to the editor. All letters must be typed, double-spaced and are NOT to exceed one page. Name, social security number, local telephone number and hometown must accompany all letters. The Daily Universe reserves the right to edit letters for clarity and length.



EDUCATION AT BYU:

Opportunities and Achievements

NEWS DIGEST

Compiled from staff and news service reports

Mickey Mouse and Disney visit Soviets

MOSCOW — Here he's called "Mikki Maus," and the 60-year-old American has surprisingly good rapport with Soviet youngsters for an international film star making his first live appearance in the Soviet Union.

Sunday evening at Moscow's 2,500-seat Rossiya Theater, with a police cordon worthy of a minor head of state outside, the first Soviet festival of Walt Disney animated classics opened with a showing of "Fantasia" and a visit by Mickey Mouse himself.

The lights dimmed, and the Rossiya's screen filled with the image of Donald Duck in the 1941 short subject "Donald's Crime," in which he purloins the contents of a piggy bank to finance a nightclub outing with Daisy, then suffers pangs of conscience.

In a Russian-language voiceover, minus the squawking tones in which Donald usually speaks in English, French and other Western languages, the duck concluded: "Crime does not pay."

There was delighted laughter and applause from the audience, which included Foreign Ministry spokesman Gennady I. Gerasimov and many other Soviet VIPs and their families.

As well as "Fantasia," which was first released in 1940, the Disney animated films "Snow White and the Seven Drawfs," "Bambi" and "101 Dalmatians" will be shown to children and their parents in Moscow, Leningrad and Tallinn.

Afghans report two Americans killed

ISLAMABAD, Pakistan — Official Afghan radio reported Sunday that two Americans helping Afghan rebels were killed in fighting in Afghanistan. A Western diplomat cast doubt on the report.

Meanwhile, the official Soviet news agency Tass said 40 Afghan rebels were killed or wounded in another firefight Saturday with Afghan government troops in southern Afghanistan.

Radio Kabul, in a broadcast monitored in Islamabad, said two Americans and two Pakistani officers were killed Saturday during a government attack on Moslem guerrilla positions near Gardez city, about 60 miles southeast of the Afghan capital, Kabul. It did not identify the Americans.

A Western diplomat in Islamabad said: "There is no U.S. citizen in Afghanistan on official business."

In Washington, State Department spokeswoman Nancy Beck also said she knew nothing of the report and said she could not even say whether any Americans were in Afghanistan.

Violence continues in the West Bank

JERUSALEM — Soldiers erected roadblocks throughout the occupied West Bank on Sunday to prevent dozens of Jewish settlers from choking major roads to protest Palestinian violence.

Hospital officials said an 18-year-old Arab died of wounds sustained in a clash with troops last week, and an Arab reporter said a 16-year-old youth was shot in the abdomen during a clash in Gaza City.

A spokesman for the Hadassah Hospital in Jerusalem identified the dead youth as Usama Wasfi Shalabi of the West Bank village of Atil.

In an Arab village in northern Israel, police arrested a Palestinian who shot and killed his landlord's two sons and critically wounded their mother after the family refused to sell him an apartment, police said.

A relative of the family said the landlord did not want to do business with Refat Odeh because he is a policeman in the occupied territories, and a village elder accused Odeh of collaborating with Israeli authorities.

Hundreds of Arab policemen from the territories resigned last March after they were accused by fellow Arabs of collaborating with Israeli authorities.

Sabotage of Pakistani crash investigated

ISLAMABAD, Pakistan — Sabotage or another criminal act caused a plane crash that killed President Mohammed Zia ul-Haq, the U.S. ambassador and 28 others, said a report released Sunday by a U.S.-Pakistan investigation team.

The 265-page report ruled out mechanical failure in the Aug. 17 crash of the Hercules C-130 transport plane, said Pakistan air force Cmdr. Abbas Mirza, who gave a 27-page summary to reporters at a hastily called news conference.

"The board believes that the accident was most probably caused through the perpetration of a criminal act or sabotage," said the summary by the 10-member U.S.-Pakistan team.

All 30 aboard were killed, including U.S. Ambassador Arnold Raphel; a U.S. defense adviser, Brig. Gen. Herbert M. Wassom; and five top Pakistani generals.

Mirza said investigators sifting through the debris found chemicals often used in explosives but no remnants of a detonator.

California whales stranded in Alaska

BARROW, Alaska — With time running out for three young whales trapped in Arctic Ocean ice near Point Barrow, rescuers Sunday anxiously eyed an offshore wind as they awaited the arrival of a huge ice-breaking barge.

The barge wasn't expected until Tuesday and the wind could blow away any hope for the California gray whales stranded more than a week ago.

"This whole operation depends on the weather and the ice," said Geoff Carroll, a wildlife biologist with the North Slope Borough. "If there is not an open lead out there, our efforts are for nothing — there's no place for them to go."

The whales were bleeding and battered after bashing against the jagged ice, and their condition seemed to be worsening, said Ron Morris of the National Marine Fisheries Service.

"They seem lethargic compared to yesterday, not as spunky," he said. Morris said he was unsure how long the whales can hold out.

"We just don't have anything to compare this with. It would seem that this cannot go on for a long period of time. But I just don't know."

SLC/Provo

Monday: Fair to partly cloudy skies are expected with temperatures a little warmer than usual. Highs will be in the 70s and lows in the mid-40s.
Sunrise: 7:41 a.m.
Sunset: 6:45 p.m.



Democrats still in the race

Associated Press

WASHINGTON — Democrats found inspiration Sunday in the Los Angeles Dodgers' win in the first game of the World Series, saying that Michael Dukakis can still pull off a come-from-behind victory over Republican George Bush in the remaining three weeks of the presidential campaign.

"I think we're going to be like the Dodgers last night," said Dukakis running mate Lloyd Bentsen.

"It looked like they were down and out, and all of a sudden they hit a home run and won it. I think we can do that in the next 24 days," said Bentsen.

Bush, alert to that possibility, said that despite polls that show him widening his lead over Dukakis, "we're going to keep on with our original game plan, keep working hard, keep traveling to key states... keep moving forward."

"All I know is to just drive down to the wire," the vice president said.

Dukakis acknowledged in Boston that he is entering the last leg of the long campaign as an underdog but advised Republicans not to pop champagne corks too early because "we're going to be the ones celebrating on election night."

He said he will continue fighting for the values he believes in. He said Bush, as vice president, "sat on the sidelines for eight years while America got beaten in world markets, while they mortgaged our children's future to a mountain of debt and a piece of

America was being sold off every day at bargain basement prices."

The World Series analogy was used by several Democrats.

"It's an extremely close race," said Sen. Albert Gore, D-Tenn., on ABC's "This Week with David Brinkley."

"You're going to see Mike Dukakis come on like Kirk Gibson in the bottom of the ninth inning last night in that game with two outs... he could barely walk around the base path, but he knocked a home run to win the game," Gore said.

The Dodgers beat the Oakland Athletics, 5-4, in that first game of the Series.

Bush told reporters in Denver that he already has a team studying the transition to a Bush presidency and that he is ready to name his Cabinet quickly.

Former Navy Undersecretary Chase Undermeyer heads the Bush transition team.

"He has drawn up wiring diagrams, what we should do if we win," Bush said. "You have to hit the ground running."

Bentsen, appearing on CBS-TV's "Face the Nation," said the Democratic ticket has been the target of character assassination by Bush and his running mate, Dan Quayle.

"We were subjected to what I think was the most demagogic attack that I've ever seen at the presidential level," Bentsen said.

The Dukakis camp was trying to put the best face on what many perceived as a clear Bush victory in last Thursday's debate with Dukakis.

Missing LeBaron son could have been victim

Associated Press

SALT LAKE CITY — Andrew LeBaron, oldest living son of the late polygamist cult leader Ervil LeBaron, may have become the latest in a long line of victims in a struggle for control of the Church of the Lamb of God, a newspaper reported Sunday.

Quoting unnamed police sources, the Salt Lake Tribune reported that the body of the younger LeBaron, 28, has not been found, but "intelligence reports" and questioning of relatives indicate that he may have joined 21 other cult members who have been killed in the past 20 years.

The conclusion is based on reports from a task force of FBI agents and local police in four states that was organized after the arrests of five cult members — including apparent clan patriarch Heber LeBaron — in Arizona in July in connection with an international auto theft ring.

Investigators confirmed Heber LeBaron, 25, has been identified by a witness in the execution-style shooting of former LeBaron clan member Eddie Marston in Irving, Texas, last June.

The task force has also uncovered evidence linking the Marston murder to the 1987 disappearance of a former cult follower in California, sources said. They are now convinced that Leo Evoniuk, a former LeBaron lieutenant, is dead.

However, law enforcement agencies have been unable so far to amass sufficient evidence to bring charges against LeBaron family members or their followers.

Federal authorities, instead, are attempting to obtain indictments of family members in connection with other alleged crimes, using the same racketeering statutes the feds have designed to battle organized crime. Lawmen prefer to label the LeBarons a "crime family" rather than a religious cult.

Ervil LeBaron died in 1984 in the Utah State Prison, where he was serving a life sentence for masterminding the murder of rival polygamist leader Rulon Allred.

It was the murder a year ago this weekend of former Church of the Lamb of God apostle Daniel Ben Jordan, shot to death while deer hunting in Sanpete County, that heralded a second-generation of bloodletting.

The month before Ervil LeBaron died in the Utah State Prison in 1984, Jordan and former cult member Mark Chynoweth complained to authorities of threats by Leo Evoniuk and Arturo LeBaron, Ervil's eldest son.

Chynoweth was killed June 27 in Texas along with his brother Duane, Duane's eight-year-old daughter and Eddie Marston in three coordinated shootings that took place miles apart.

Family members interviewed by police indicated the killings were or-

dered in a "Book of New Covenants" written by Ervil LeBaron while in prison.

Family members and lawmen who have long studied the LeBaron intrigue believe that Evoniuk reportedly killed Arturo in 1983 in Mexico after a falling out over who was Ervil's chosen leader. Evoniuk, in turn, disappeared in May 1987 in Santa Cruz, Calif., likely the victim of a revenge killing by Arturo's surviving brothers. None of the brothers or sisters have been seen since January.

Lawmen now say the Jordan homicide case is the strongest because they know which family members were apparently involved. A federal grand jury in Utah has issued hostile material witness warrants ordering 11 family members — including five in custody in Phoenix — to testify.

So far, however, authorities have had little luck convincing clan members to talk. Investigators who have tried to question them say the youngsters fear vengeance in this life and damnation in the next.

What lawmen have going for them now, however, is the fact that Heber LeBaron is in jail and probably will not be out for a long time. Young Aaron is now apparently leading the group, which apparently is hiding in Mexico.

"What we hope for is that someone on the outside is going to try to usurp (Heber's) authority... We hope for a fracturing of the group to the point where somebody will want to talk," said Sanpete County Sheriff Chuck Ramsey.

Sources said Andrew LeBaron may have been killed after splitting from the rest of the family. Lawmen also note that he has not been seen since 1986.

"If he's dead, then it would explain their willingness to talk about him," said Ramsey. "If he's not, then he may be responsible for the misinformation indicating that he is."

Such ruses also are commonplace among members of the Church of the Lamb of God.

Dan Jordan once faked his own death in Mexico in the 1970s to lead lawmen astray. Some officials also believed that Leo Evoniuk, whose body has never been found, made it appear he was the victim of foul play and is choreographing the killings from behind the scenes.

That theory lost credibility at a task force meeting earlier this month in Salt Lake City. There, investigators linked Evoniuk's disappearance with the Marston homicide in Irving, Texas.

In both instances, the killers called their intended victims and set up a rendezvous, ostensibly for work. Marston was called to an address to pick up a washing machine for his appliance repair business. Evoniuk was a contractor who was called to dig a ditch.

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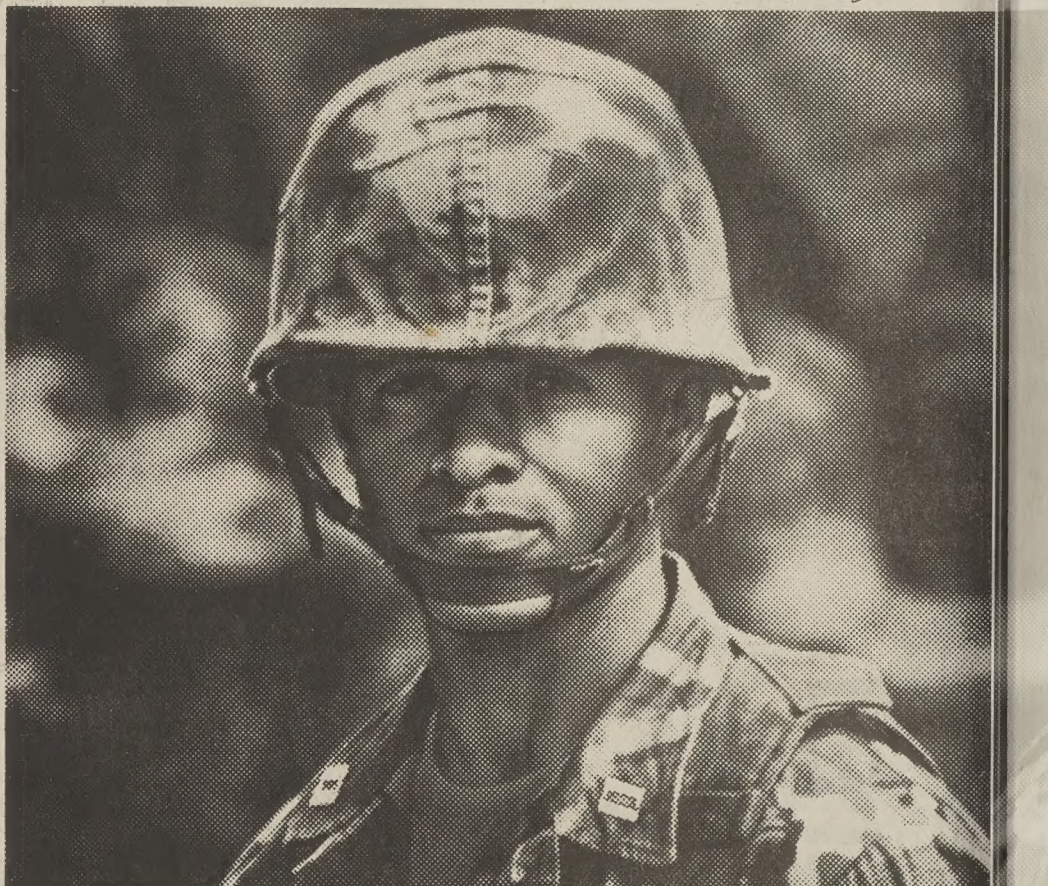
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Quote of the day:

"Accurst be he that first invented war."

---Christopher Marlowe

THE PROBLEM

BEKY BEATON
Daily Universe

the mission statement of BYU firms the charge given by the prophets to this institution from its inception: here, we are to be "in pursuit of all truth."

is is a very tall order. How well we are doing? In his address at the just commencement this year, President L. Boyer said "I have found on this exquisite campus a rare blend of intellectual rigor and deep religious faith." He is a man not easily impressed, and he has come to know himself well. His comment indicates we are moving along the road dictated by the prophets.

his presence here this summer to a faculty general education seminar, however, indicates that the community recognizes a need to improve. In that spirit that The Daily Universe is sharing with the entire university community the content of his presentations.

Crisis in general education
To explain how the current "crisis" in general education evolved, Boyer traced some of the history of general education in America which he divided roughly into four periods.

The first, lasting from 1636 to about 1800, he calls the period of coherence. Schools exposed every student to a body of knowledge that each was expected to master. There was no attempt to separate the spiritual from the temporal; a course in "divinity" was required each year and colleges were expected to produce men of high learning and morals who would then be qualified to "enter the world of the created man."

Turbulence and realignment

The second, lasting from about 1800 to about 1860, he calls the period of turbulence and realignment. Schools on the original colonial model continued to exist, but they found a new role in institutes of technology and grant colleges. The latter were created by state legislatures as institutions for the new vocations and sciences, and these institutions grandly claimed themselves as places where any person could find any knowledge. These schools were not interested in building a culture but in helping to build a nation; for them, education must be "useful" in a direct way. This period also saw the growth in the scientific method and a vast expansion of the divisions of science. Departmentalized knowledge and secularism replaced divinity as the focus of study as students began clamoring for a say in majors.

The third, lasting from about 1860 to about 1900, was the reign of individual choice. The president of Har-

vard declared in 1869 that all courses were of equal value and students were free to choose to pursue what they wished. This model was followed by most schools until, toward the end of the period, few colleges had any general education requirements at all.

An uneasy truce

From about 1900 until now, there has been an uneasy truce; there have been choices within constraints. Attention to the questions of general education has been cyclic; there has been a revival of interest in general education issues at the end of each of the world wars and the Vietnam conflict.

In a Carnegie Foundation essay, Boyer and co-author Arthur Levine, president of Bradford College in Massachusetts, presented the results of research showing that all three revivals had certain elements in common. They "... seem to have appeared at times when a common set of values was promoted — the preservation of democracy, the sharing of citizen responsibility, the commitment to ethical and moral behavior, the enhancement of global perspectives, and the integration of diverse groups into the larger society.

"They also sought to eliminate a common set of perceived ills — overspecialization, free electives, vocationalism, unethical conduct, selfishness, and anti-democratic behavior. The three revivals moved in the direction of community, and away from fragmentation. The emphasis ap-

peared consistently to be on shared values, shared heritage, shared responsibilities, shared governance, and a shared world vision."

Three themes

In the United States, Boyer said, general education has been influenced in this century by the three "themes" of the academy. The colonial college model focuses on the student; in it teachers are mentors who mind the student from sunrise to bedtime, who are concerned more with general knowledge and specialization, and who foster loyalty to the campus.

In counterpoint to this, there is also a heavy influence from European universities of the late 19th century, particularly those in Germany. Here we find the research model; the focus is on the professors, and they are interested in specialized knowledge and are loyal to their professions over their employers.

The third American theme is the utility model, where pragmatism is the order of the day. The focus here is on how the school can service the country's growing need for technology and business acumen. Boyer said that all tensions in today's universities are centered on "the struggle for the soul of the school" when these traditions collide.

Spiritual values

At BYU we can add a fourth ingredient almost entirely missing at other schools; the fact that "this is a Church-sponsored institution designed and operated to stimulate and encourage the acquisition of both secular and ecclesiastical knowledge in an environment of spiritual values," as President Gordon B. Hinckley said in his devotional address Tuesday.

Within all these often-conflicting traditions is a need for a coherent view of education, said Boyer. The key is to bring the traditions into balance. He has categorized the consensus on what a general education program should contain as follows:

- Basic skills to be mastered (language and computation)
- Core content to be studied (both the classical and utilitarian variety)
- Key ideas to be integrated (humaneness, cross-disciplinary relationships)
- Urgent problems to be solved (both personal and communal)

Past and future

Boyer recognizes both the arguments for shared frames of reference advanced by E. D. Hirsch in his book "Cultural Literacy, and the critics who say that traditionally, education has focused too narrowly on Western traditions. Boyer said we need Western studies to understand our past, and non-traditional and non-Western studies to understand our futures.

He said he also believes that it is

possible to organize a general education program that takes all of these possibilities into account. In the Carnegie Foundation pamphlet "A Quest for Common Learning," he and Levine break down the categories that a good general education program should contain this way:

• **SHARED USE OF SYMBOLS.** Every program should teach students to read with understanding, write with clarity, and listen and speak effectively. They should become proficient in the use of numbers and the language of computers, study a second language and the impact of mass communication. They should explore non-verbal communication through the fine arts.

• **SHARED MEMBERSHIP IN GROUP AND INSTITUTIONS.** Students should come to understand their shared membership in groups and institutions. They would look at the origins of institutions, how they evolve, grow strong, become oppressive or weak, and sometimes die. They should examine how institutions work, explore the interaction between institutions and individuals, and show how such interaction both facilitates and complicates our existence.

• **SHARED PRODUCING AND CONSUMING.** Students should be helped to explore, with care, the meaning of vocation. They should ex-

amine what the historical, philosophical, religious and social attitudes toward work have been around the world, how notions about work are related to social status and human dignity, and what determines the rewards and status we grant to different forms of work. The program should also include attitudes toward leisure and how leisure-time choices can affect others.

• **SHARED RELATIONSHIPS WITH NATURE.** General education means learning about the elegant, underlying patterns of the natural world and discovering that all elements of nature, in some manner, are related to one another. All students should come to understand how science is a process of trial and error; how, through observation and testing, theories are found, refined, sometimes discarded, and often give rise to other theories. Students should learn about the applications of science and see how scientific discoveries have led to a flood of inventions and new technologies that have brought them both benefits and risks. They must become more knowledgeable about underlying facts and principles behind the headlines so they can intelligently evaluate the scientific application policy issues of our day.

• **SHARED SENSE OF TIME.** Students should study the seminal ideas and events that have decisively



shaped the course of history, emphasizing the convergence of social, religious, political, economic, and intellectual forces. Students should learn that history is not a swift and straight march in the direction of progress, but an endlessly varied struggle to resolve tensions over freedom and authority, conformity and rebellion, war and peace, rights and responsibilities, equality and exploitation.

• **SHARED VALUES AND BELIEFS.** Students should examine the distinctions between belief and "facts," and how values are formed, transmitted and revised, what values are current in our society and how they are enforced, and how we react to unpopular beliefs. They should be introduced to the powerful role political ideologies, and particularly religion, have throughout history shaped the convictions of individuals and societies.

Tomorrow: General education, social settings and their relationship to the total experience of academic life.

BLOOM: Catalyst for conversation

"The Closing of the American Mind" by Allan Bloom is one of the most talked-about books of recent history. It is a modern anachronism: a book unabashedly academic which has become a best-seller.

It deserves to be. Many arguments can and have been made about Bloom's solutions to the illnesses of our society which he claims to diagnose, but he has certainly made us think. His conclusion indicates that is precisely what he most hoped for.

The book is difficult to read because it addresses topics rarely discussed in language that most are unaccustomed to. His portraits of Americans, in particular those engaged in academic pursuits, are not at all flattering. But introspective readers cannot fail to see something of themselves in the people Bloom describes, nor can careful readers avoid being challenged by what he says.

He does not ask for blind acceptance of his position. His book is certainly a passionate plea for "liberal education" in the classic sense, but he admits in the preface that only a few students will have the leisure or interest to pursue it.

What is most needed, he says, is for us, particularly in the universities, to examine what we are doing. He claims we have lost sight of the very foundations of university life and therefore do not have a coherent sense of what education is or ought to be.

American society, of which universities are only a reflection, has turned, so Bloom says, from dealing with questions of good and evil to positing "values" and "lifestyles" devoid of any reference to truth and right. Bloom claims this is a perversion of the Founding Fathers' notions of equality and is threatening the foundations of democratic life and the true meaning of American democratic traditions.

Of course, at BYU there is no such ambiguity. Here we readily recognize that there is a difference between good and evil, between truth and falsehood, between science and faith and the other "tensions" described in the book. But all of us are the products of institutions which teach otherwise, and we will not counterbalance that influence in our academic lives here without enormous and consistent effort.

Yet one cannot fight what one does not recognize. That reason alone would be enough to urge that this book be on the reading list of every member of the university community, as President Holland so eloquently suggested in his address at the Annual University Conference on August 22.

There is one more. This book, if it does nothing else, should convince you of the absolutely desperate need in our day for the saving truths of the Gospel and the particular "light on the hill" that BYU can be in the American academic community.

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**TEXAS
INSTRUMENTS**

American Heritage and flying dollar bills Teaching big classes can work

By VALERIE STAFFANSON
Universe Staff Writer

A paper airplane sails through the air. Hands reach up to grab it. There's a fight and scuffle in the classroom. Finally a lucky student grabs hold of it. The airplane hadn't been thrown by a student. A teacher had set it in flight. The airplane wasn't made out of plain ordinary binder paper either. It's green with a picture of George Washington on the front.

This scene doesn't take place in an ordinary classroom. It's an example of something you might see if you were to visit American Heritage 100. The paper airplane stunt is just one activity that professors Frank Fox and Clayne Pope employ to teach certain concepts. The dollar bill airplane was thrown to show that people don't behave very mannerly in the face of scarcity.

"Something is going on in American Heritage all the time and it's not just a lecture," said Fox.

Fox, who teaches American Heritage this fall, uses a number of interesting activities and teaching methods to keep students awake and attentive in large classes of approximately 900 students.

Pope and Fox were put in charge of American Heritage in 1981. At that time it was not called American Heritage. It had the name Social Science 100. According to Fox, the course wasn't very well-liked by students or faculty members. There was a committee made up of faculty members that took charge of the course and the situation just didn't seem to be working out.

"The first thing we did was change the name," said Fox. He said they didn't feel that the name Social Science was appropriate for topics covered in the class. They were also concerned about teaching large numbers of students so they sent out inquiries to about 100 universities asking them for suggestions and advice in teaching large numbers.

The major response from all of the universities was that it just couldn't be done. Many universities contacted said they could not imagine teaching more than 200 students at one time.

"The conventional Academe says that this class can't be done," said Fox. But today he teaches three large



Universe photo by Kevin Wilkinson

Frank Fox, one of the two professors who developed the current American Heritage program, teaches about 900 students in the Joseph Smith Memorial Building Auditorium.

American Heritage classes of 900 students each and the course seems to be a success.

"In such large classes there are many disadvantages," said Fox. "Students can start to feel like little cogs in a big machine."

"They know you don't know who they are," he added.

This was kept in mind as they restructured the course. According to Fox, much time and effort went into the project, and he and Pope still continue to try out new ideas.

"It's a special challenge to make a course fun and challenging at the same time," said Fox. "We've made every foul-up we can make."

"Learning by doing" is the motto that American Heritage framers have.

To restore personal contact in such a large class was difficult but getting rid of the podium in front helped. Now teachers pass three remote microphones around the class. This enables students to participate in class discussions. It also makes it easier for teachers to walk around class and see students close up.

Getting three remote mikes — each one on a separate frequency — was a technological challenge, said Fox.

There are still occasional problems with the mikes. Sometimes interference will come over the system and the class will hear police calls or discussions from other classes on campus. Once a class heard square dancing calls from a square dance class in the Richards Building.

Fox and Pope also wanted to find ways to dramatize concepts they were teaching.

"We wanted students to feel things, not just know them," said Fox. Media presentations such as slides showing pictures of dead soldiers littering the ground after a battle help students see the reality of the civil war. Slide shows set to music and film clips are also used in class.

The course also has some of its own video presentations. For example, a class discussion on rule of law features a 10-minute video presentation about a basketball game in which the rules are constantly changing. Another video presentation illustrates people's behavior in a parking lot when there are no spaces available. There is also a series of audio dramas that supplement lectures.

Joan Shrum, media director for American Heritage, says she enjoys putting the slide shows together.

"It's nice knowing that a presentation you're putting together is going to make the class more interesting," she said.

According to Shrum, the equipment needs of the course are phenomenal.

Although the class is entertaining and enjoyable, many of the concepts are difficult to understand. Fox said that sometimes students find the class so entertaining that they forget to take notes.

Students attend labs of about 40 people each. This is where they are able to learn more about concepts they don't understand. The labs are taught by teaching assistants.

There is a course textbook which was written by Pope and Fox. This year for the first time they are using a new workbook that goes along with the textbook. It contains exercises designed to reinforce each point explained in the textbook.

Students in the course can receive personal attention at the American Heritage office for any problems they have. Linda Jensen, American Heritage coordinator, handles all the scheduling for the classes and problems students might have.

Jensen said that one of the reasons the class has been successful is that students can receive fair help for their problems. Since she is in the office from 8 a.m. to 5 p.m. every day, she is familiar with the problems students have and she can treat the problems consistently and fairly.

When asked if there are any new developments for the course, Fox said, "We're developing American Heritage all the time."

The newest addition to the video tape series is now being produced and will be finished in about six to eight weeks. It is called "A Day in the Life of a Jerk" and it emphasizes that society depends on virtue and trust.

Computer-assisted instruction is part of BYU language centers

By JAYNE PETERSEN
Universe Staff Writer

Two of BYU's language centers are involved in computer-assisted language instruction, testing, research and development.

A significant development in the Humanities Research Center (HRC) was developed by Jerry Larsen, a member of the HRC staff. Larsen developed a computer adaptive test which is used to determine where a student properly belongs in a sequence of language courses. "The computer seeks the level of the student's efficiency," said Randall L. Jones, director of the Humanities Research Center.

The Humanities Research Center (HRC) at BYU is using interactive videodiscs to create an authentic cultural context for language study. The computer and the videodisc combine to present language text and integrate video and audio material which aid the student in learning a foreign language.

The computer test is applied by giving the student a question of average difficulty. If the student gets it wrong, it will go to an easier item and if he gets the question right, it will go to a more difficult item, said Jones. The test is immediately analyzed and placement information is available.

"This program has been very helpful to us in our placement program," said Jones. "We have been giving the test in Spanish for a couple of years now and the French version has just been completed. The German version should be completed next year."

Another area of research in the HRC, of which Jones is currently involved, is the development of converting the complete writings of Goethe, a significant German writer, into an accessible form for computer analysis. This process is done by using an electronic scanning device. According to Jones, this edition, of the 14 editions, is the most successful of Goethe's works which are available.

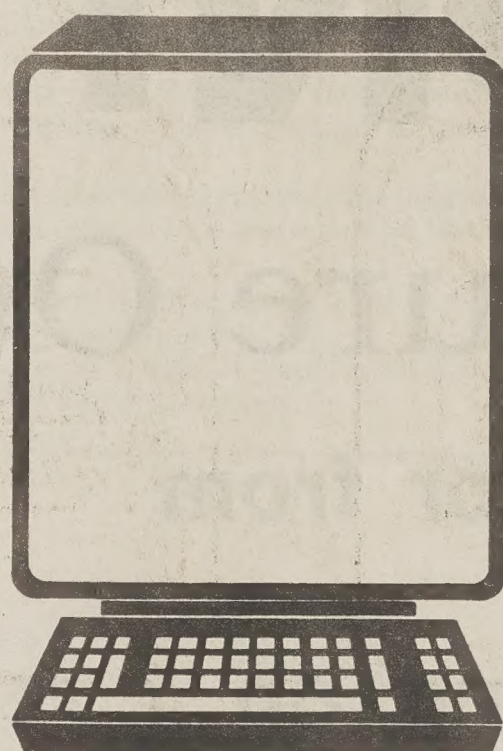
"It's possible now to buy a set of discs and put them in your computer and analyze these texts. This is being done here at BYU, not in Germany," said Jones.

The computer discs of Goethe's texts are currently being used by the students who are involved in the study of the German culture.

In addition to language instruction and the language

adaptive test, the HRC administers foreign language achievement tests in 31 languages. These tests are administered to both BYU students and other colleges and universities.

The Humanities Learning Resource Center (HLRC) provides students with instructional support services. These services include three computer-aided instructional labs, video services including videotape, slide/sound and filmstrip/sound facilities and materials in many languages.



"The computer seeks the level of the student's efficiency ... This program has been very helpful to us ..."

— Randall L. Jones
director
Humanities Research Center

The English Language Center (ELC) is another area which is using computer-assisted language programs to develop fluency in spoken English. Multiple levels of English are provided for mostly international students who wish to improve their English speaking skills.

BYU is one of three universities in North America that have incorporated this system into their language teaching. The other two universities are the University of Alabama and the University of British Columbia, said Glen W. Probst, ELC director.

According to Probst, a popular computer aid for the students is the videodisc system. The videodisc system plays a video of Raiders of the Lost Ark on one screen while the English text of the movie appears on the computer screen. Periodically the video stops and questions related to the movie appear on the computer screen, testing the student on vocabulary and comprehension.

According to Probst, this method of teaching is both exciting and beneficial to the student. The movie is easy to understand and full

of action, which keeps the student's attention. Probst hopes to work on Star Wars for the next videodisc.

Probst said, the response of the students to the videodisc system has been terrific.

Research in the ELC is being conducted by graduate students. Some of the topics being researched include vocabulary acquisition, cross-cultural perception of classroom management in English as a second language and sound discriminations, said Probst.

The students enrolled in the ELC attend five English classes and labs daily and, by policy of the ELC, are required to speak only English in the Center. This includes language use in classes and between classes, in classrooms, halls and offices of the Center.

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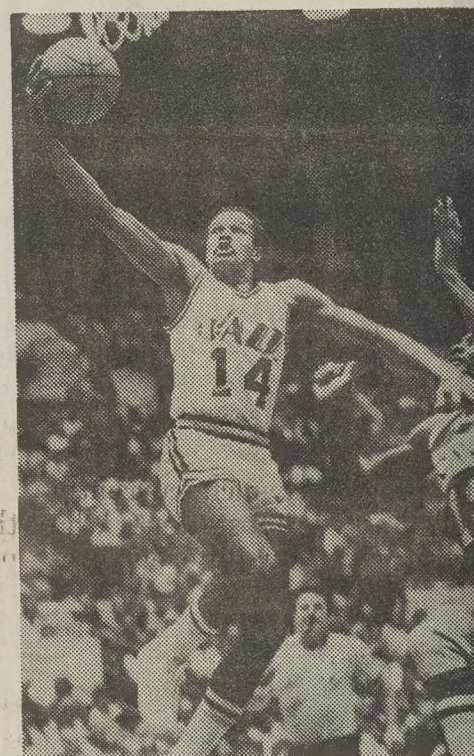


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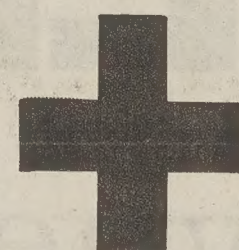
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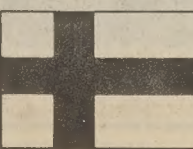
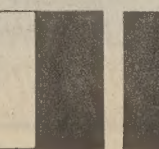
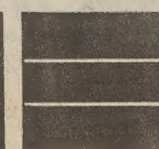
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David M. Kennedy Center hosts numerous programs involving international studies on the BYU campus, as well as serving a diplomatic function for foreign visitors to campus.

Kennedy Center programs benefit students and faculty

ANTON S. GARRITY
Senior Staff Writer

BYU's David M. Kennedy Center is just a place for guest speakers to give their talks, but it is a center in which several programs are in effect to benefit many students and faculty at BYU.

The Kennedy Center helps to internationalize the BYU campus, according to Miles Jacoby, assistant director of the David M. Kennedy Center.

Each year nearly half the students at BYU have lived in a foreign country, and there is a tremendous interest among students about other countries, said Jacoby.

The Kennedy Center has received a mandate from BYU to make international studies one of BYU's pinnacles of excellence. "Here at BYU we have an embarrassment of riches, in that we have a very well-endowed student body in foreign languages... for obvious reasons."

With this abundance of 'riches,' the Kennedy Center decided to construct the David M. Kennedy Center to harness the energy of and to prepare these students for international affairs, develop quality programs for research, to serve and to provide service, and to build on the university's natural strengths, Jacoby said.

The Kennedy Center has an undergraduate program which currently enrolls about 800 students who choose from four different programs: Asian studies, development

studies, international relations, and Near Eastern studies (ancient).

When the Kennedy Center was inaugurated in 1983, President Jeffrey R. Holland explained the purpose of the center, "One is to prepare students for responsible and constructive careers, two is to develop a quality program of research and scholarly monographs and publications. Third is to serve and to teach the fundamental importance of serving, and the fourth point is to build on the university's natural strengths to make international activity and expertise one of BYU's pinnacles of excellence."

Besides the undergraduate program at the Kennedy Center, there is a graduate program which currently enjoys the enrollment of 80 students. It is a one-year program which is to be combined with further or concurrent work in another major.

An extensive research program also exists, in which there are currently six Kennedy Fellows. These positions are for established scholars who have excellent track records and who wish to do further research in their fields. The Fellows are supplied with an office in the Kennedy Center, access to information and the use of secretaries. The current Fellows are from such colleges on campus as Humanities, Religion, Economics and History.

Some topics being researched at the present time are: the theory and practice of early modern diplomacy; the Ostraca of the Coptic Museum in

Old Cairo, Egypt; and the Coptic Encyclopedia project, among others.

Research is not just limited to these six individuals, but funding is also provided for other research projects. Since September 1, 1986, the Kennedy Center has provided \$61,014 for research projects.

Many outside speakers are brought to BYU — on an average of one per week — which helps familiarize the students on this campus with other countries, customs and beliefs.

The Center also serves a diplomatic function. Representatives meet with foreign visitors who come to BYU. The Kennedy Center provides culture classes for the traveling groups of BYU before they go abroad, and also provides counselors to travel with the groups.

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Associated Press

SAN DIEGO — A radical animal rights group claimed responsibility for defacing the homes and cars of trainers involved in the disciplinary beating of a zoo elephant. Members of the Animal Liberation Front poured red paint on the trainers' cars, let air out of their tires and defaced their homes with abrasive stripping chemicals either early in the day or late Thursday night, said Peter Burnett, director of the Coalition to Protect Animals in Entertainment.

In a statement released through the group, it said its acts were in response to the trainers' handling of a 15-year-old African elephant at the Wild Animal Park near Escondido in northern San Diego County.

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Art is combined with math

BYU professor sculpts mathematical concepts in marble

By PAMELA L. OLSEN
Universe Staff Writer

To many people, the idea of synthesizing mathematics and art seems contradictory.

To BYU mathematics professor and sculptor Helaman Ferguson, nothing could be more logical.

"To me, there's no real distinction (between mathematics and art). It's all one to me," he said.

Ferguson's sculpture "Torus with Cross-cap and Vector Field" was purchased and given to the American Mathematical Society in celebration of the society's August 1988 centennial, and is displayed at its headquarters in Providence, R.I.

"Part of the motivation for developing this . . . (was) making these very beautiful ideas available to almost anybody," said Ferguson.

His combination of talents, sculpting and mathematics, is rather unusual. "I don't know as anybody (else) would have that particular combination of experience and interest . . . there aren't very many Ph.D.-in-mathematics sculptors who happen to be around."

Ferguson, who is now in Washington D.C. on academic leave, has taught a variety of graduate and undergraduate mathematics courses at BYU for about 17 years, he said.

His father was a stonemason, so he grew up with an appreciation of stone and sculpture.

"In my case, I'm interested in the aesthetic con-

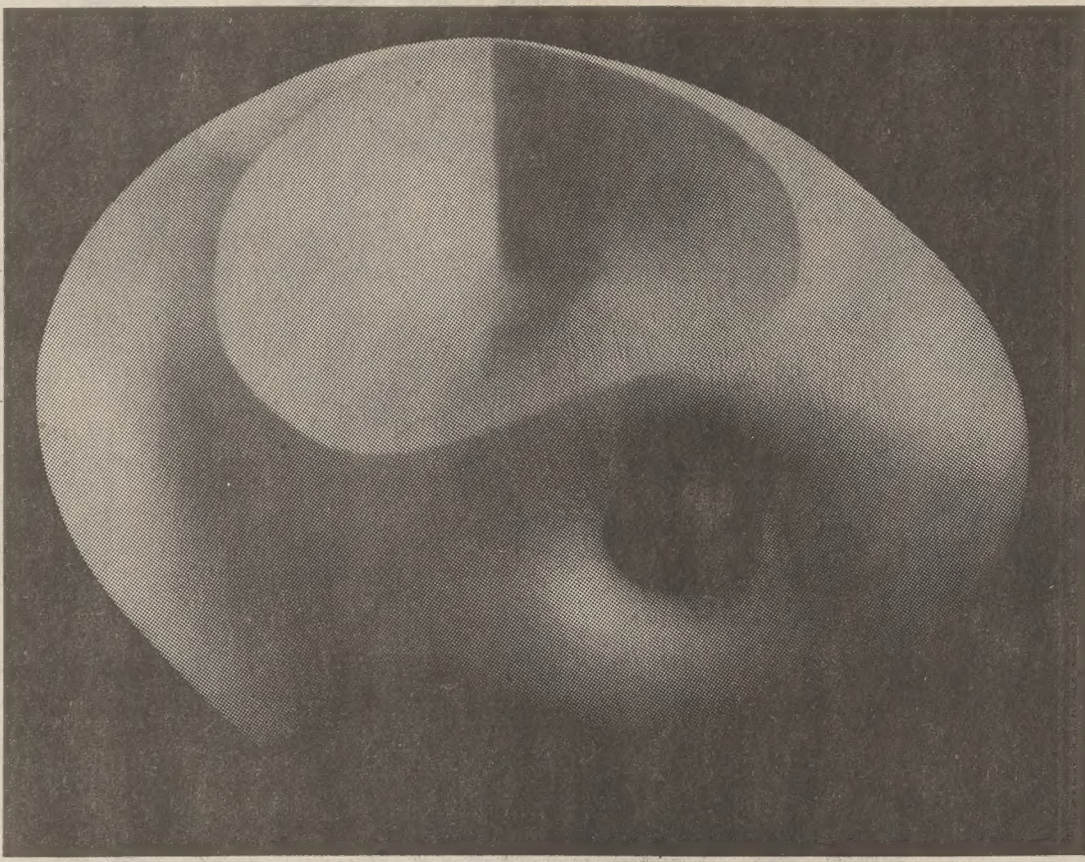


Photo courtesy of Y News

"Torus with Cross-cap and Vector Field" is a sculpture by BYU mathematics professor Helaman Ferguson.

sequences" of putting a mathematical concept into sculpted form. "It's exciting. The other aspect, of course, is being able to communicate with other people."

Ferguson has used his work in classes to demonstrate the "relationship between aesthetic concerns and mathematical concerns," he said.

"When I create a math theorem I'm usually motivated very strongly by the aesthetic qualities of what I'm doing." But this beauty is not comprehended easily by many people who don't have a mathematician's training.

"Mathematicians can communicate with each other very well in terms of what kind of objects they're talking about or ideas they're talking about."

"But one thing that really interests me is going from ideas to realizations in terms of three-dimensional matters — things that have weight, height, dimensions," said Ferguson.

Creators of airplanes, satellites and other high-tech inventions do the same thing, he said. They build a physical reality from a mathematical model. The difference is that his concerns are aesthetic.

"The whole area of mathematics is an important cultural area. It's also not very well appreciated, partly because of the way we tend to teach it (in elementary school and in high school)," he said.

"The problem is not with the teachers. The problem is national priority."

Another of Ferguson's sculptures, "Whaledream II: Alexander Horned Wild Sphere, 2 and 3/4 Bifurcations," is displayed to the left of the circulation desk in the Harold B. Lee Library.

Both works are sculpted from Carrara marble, a fine white marble that Michelangelo and other sculptors worked in, and weigh about 550 pounds each.

Help for term papers is found on campus

By LISA ANNE FULLER
Assistant Monday Editor

Melinda's term paper was due in five days but all she had done was pick a topic. This was to be a well-researched paper, with graphic elements and binding.

Being smart, Melinda figured the best place to start was the Harold B. Lee Library.

She went to the reference desk to

ask for help. Emily Allred, a library desk assistant, said that she could sign up for computer-aided research.

"You schedule appointments with a librarian on the floor which has your topics, except for the fifth floor (because) the fourth and fifth floor (searches) are together on the fourth floor," said Allred.

She said a person gives the computer the topic and key words and it searches different data bases with in-

formation and looks for applicable citations.

There was a fee for this search and Melinda was running low on money, so she asked about a free way to do research.

Allred said the card catalog has books listed. Byline and other computer systems can search for citations in books, magazines and newspapers.

Melinda used the computers and printed the citations. She found the material and after scanning them she found the pictures and maps she wanted for her paper.

Scott Aldridge, an employee of the Library Copy Center, said they are able to copy in black and white or color.

Melinda started working on the body of her paper, but her thesis needed help. Her brother Robert suggested the Reading-Writing Center in 1010 JKHB for help.

"We can help develop ideas into a thesis," said Anne Aldous, a writing lab tutor.

They have tutors who can help with problems as well as books and handouts that can be used, she said.

Melinda found a direction for her paper and later some statistics that she wanted to use. Her roommate, Noelle, said, "You should go to Instructional Graphics in B-34 for help."

Stephanie Morrison, a receptionist at Instructional Graphics, said they

have artists who can draw or produce on a Macintosh or IBM any type of idea that people want. Melinda commissioned graphs for the statistics she had found.

Now she needed her research paper typed and bound. There are typewriters and computers in the Library Copy Center and the Word Center but, actually, Melinda was not the best typist.

Carol Briggs, student supervisor at the Word Center, said that they had a typing service. Melinda gave them her paper to type.

When she picked up her finished paper, she went to Cougar Creations.

Jennifer Watson, a customer service attendant said that for \$1 to \$4 they could bind a paper.



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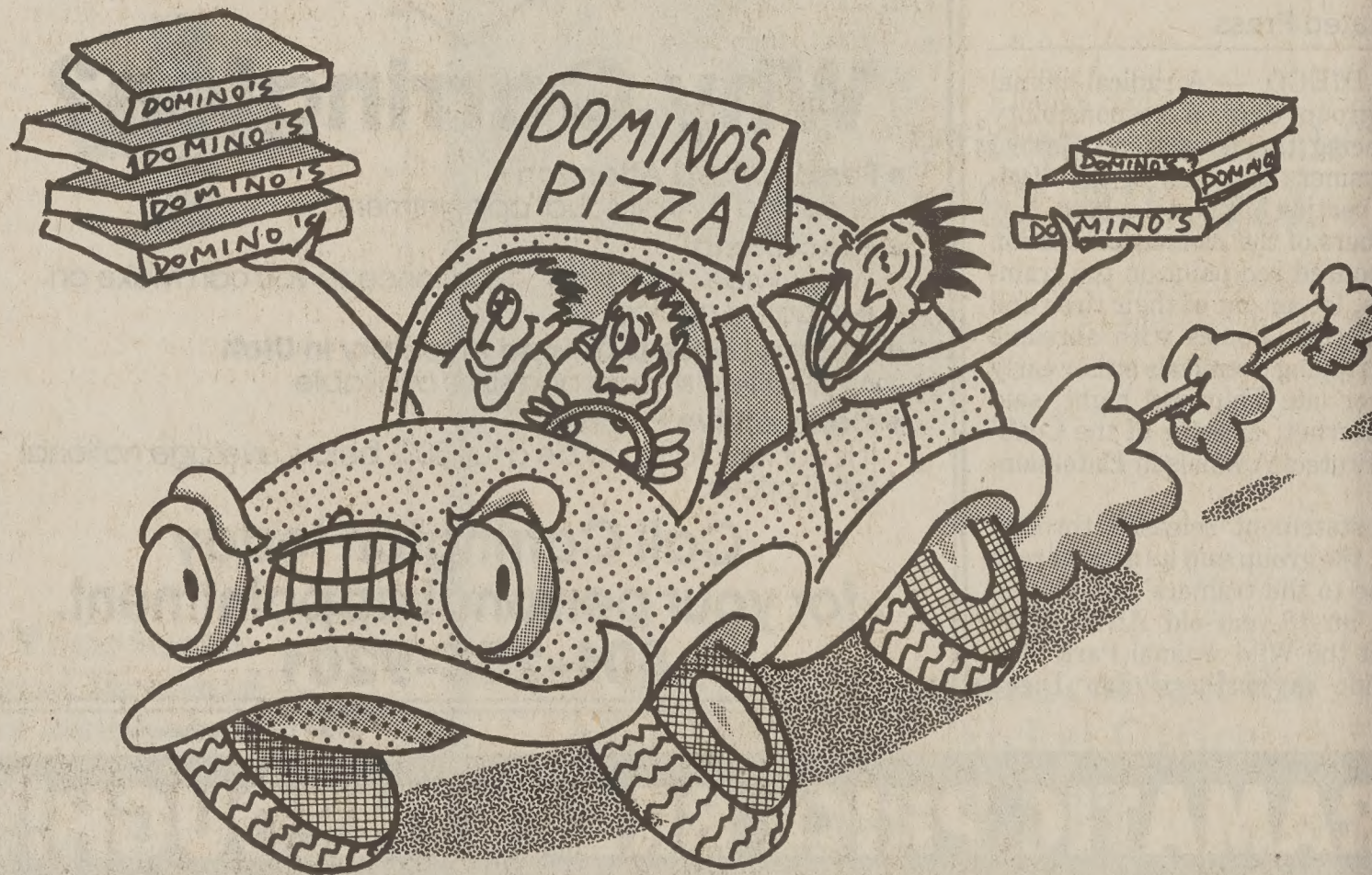
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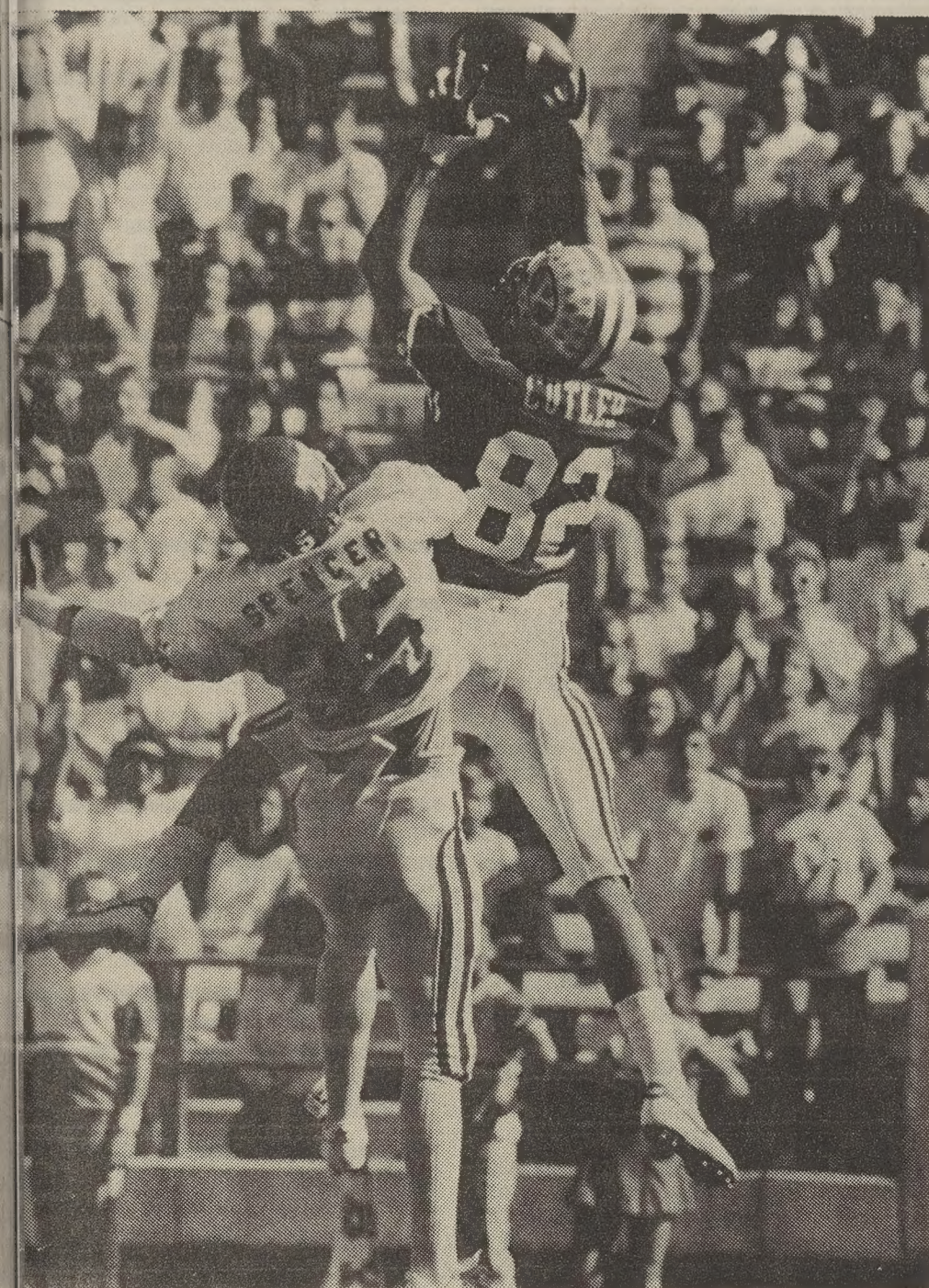
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SPORTS

Cougars' win streak increases to five



Chuck Cutler goes up to catch a touchdown pass Saturday in the Cougar's 31-18 victory over Texas Christian.

By SUZANNE GIBBS
Asst. Sports Editor

The only Horned Frog that heard cheering Saturday was the Texas-Christian mascot as the Cougars registered their fifth straight win, beating TCU 31-18.

"Our kids played their positions and didn't give up the home run," Coach LaVell Edwards said. "We gave up four big ones last year against them. I told our players if they didn't give up the big play, we'd have a chance to win."

One of the keys to the Cougar win was passing. "We came into the game planning to throw a lot," Edwards said.

And that's exactly what the Cougars did. Quarterback Sean Covey led the Cougars to their sixth best passing day in Cougar history, completing 30 of 47 passes for 490 yards. "I am one of 11 out on the field," Covey said. "I credit the whole team. We had good lines and good blocking that made it possible."

Wide receiver Chuck Cutler received the offensive player-of-the-game award after contributing to the pass attack with eight receptions for 90 yards, including one fingertip touchdown pass. Linebacker Chad Robinson received the defensive player-of-the-game award for five unassisted tackles and four assisted tackles.

The Cougars scored on their first play of the first quarter as Covey passed to sophomore Matt Bellini, who ran 77 yards to score their first

touchdown. "I almost dropped the pass," Bellini said. "I just hoped nobody would catch me. My worst fear is to be caught from behind in the open field."

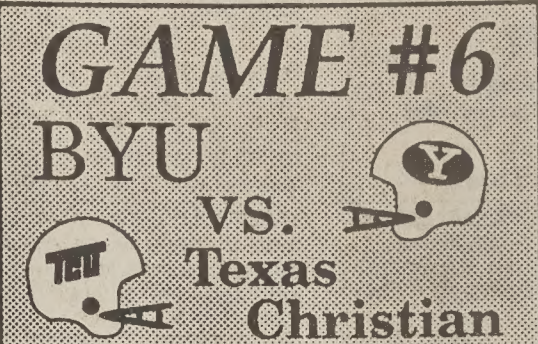
Bellini had a total of nine catches for 202 yards by the time the game

was over. end zone with his fingertips and brought the score to 25-3.

BYU's next drive ended with a 26-yard field goal attempt by Jason Chaffetz. The kick was good and brought the Cougars to a 28-point lead.

At the end of the third quarter, the Horned Frogs finally found the end zone. With 28 seconds left, TCU quarterback David Rascoe connected with Jarrod Delaney for a 27-yard touchdown pass. The score was the first second half touchdown BYU has allowed this season.

A Chaffetz 33-yard field goal, this time on his back after slipping, gave the Cougars their last points of the game. TCU finished scoring with a three-yard touchdown run by Tony Darthard.



after the game. "I told the team before the play that I was going to block the punt. There was a hole and nobody picked me up so I did exactly what I thought I would do."

Coach Edwards was pleased with it also. "That block was a key and got us started," he said.

The Cougars held TCU scoreless in the first quarter but managed to score one more touchdown.

Matt Bellini ran the ball five yards to put the Cougars on top 18-0 at the end of the quarter.

TCU retaliated briefly in the second quarter, scoring on a 30-yard field goal by Lee Newman. With the score 18-3 and a minute left in the half, Cutler caught Covey's 20-yard pass in the

GAME STATS

Brigham Young	18	7	3	3-31
Texas Christian	0	3	7	8-18

BYU-Bellini 77 pass from Covey (kick failed)

BYU-Tiatia 4 blocked punt return (pass failed)

BYU-Bellini 5 run (pass failed)

TCU-FG Newman 30

BYU-Cutler 20 pass from Covey (Chaffetz kick)

BYU-FG Chaffetz 26

TCU-Delaney 27 pass from Rascoe (Newman kick)

BYU-FG Chaffetz 33

TCU-Darthard 3 run (Ankrom pass from Rascoe)

	BYU	TCU
First Downs	22	20
Rushes-yards	24-35	50-152
Passing yards	490	205
Return Yards	12	8
Passes	30-48-0	14-33-0
Punts	4-49	8-35
Fumbles-lost	2-1	0-0
Penalties-yards	8-74	4-40
Time of possession	29:46	30:14

INDIVIDUAL LEADERS

Rushing—TCU, Ankrom 12-64,

Darthard 15-48, BYU, Salido 4-18,

Whittingham 4-11.

Passing—TCU, Rascoe 14-32-0 205,

BYU, Covey 30-47-0 490.

Receiving—TCU, Delaney 7-128,

Davis 4-50, BYU, Bellini 9-202,

Cutler 8-90, Handley 6-51.

Bikers take two weekend games

MARI LYNN COX
Base Sports Writer

BYU women's volleyball team kept its perfect conference record intact by beating the Colorado State Rams at the University of Wyoming Cowgirls this weekend.

The Cougars bring the Cougars' record to 4-0 in conference and moves their overall record to 19-3.

The Cougars beat the Rams Friday in three straight games, 15-10 and 15-6. The Cougars, playing strong, only lost to the lead once in the second game.

The Cougars in the match were junior Jan Giles and senior All-American Jill Plumb. Both had 10 kills and 10 aces. As a team the Cougars hit .460 to the Rams.

The Cougars didn't seem to lose any of the winning points as they traveled from Fort Collins, Colo. to Cheyenne, Wyo. to play the Cowgirls Saturday.

The Cougars swept past the Cowgirls 15-11, 15-10, 15-9 in the

match which lasted just over an hour. BYU, after falling behind in game one 11-8, came back to win by scoring seven straight points.

The Cougars never fell behind again, holding the Cowgirls to a hitting percentage of .100.

"We didn't play as sharp as we did the night before," said Coach Elaine Michaelis, "but it's hard to be that sharp two nights in a row. We took control midway through the first game and kept it for the rest of the match."

Senior All-American middle blocker Dylann Duncan led the Cougars with 20 kills and a hitting percentage of .500. Duncan, as of Oct. 14, is ranked in the top 10 of three of the American Volleyball Coaches Association statistical categories. She is fourth in kills per game, seventh in blocks per game and ninth in service aces per game.

The Cougars continue their HCAC play this week when they return home to play the University of New Mexico Thursday and New Mexico State Saturday.

Rugby thrash Arizona team

DICKI WILSON
Base Sports Writer

BYU rugby team beat North Arizona University, 46-0, Saturday at Hawks Field.

The Cougars pulled ahead 22-0 in the first half after Kib Hunt, a junior from Cheyenne, Wash.; Nathan Badell, a senior from Dover, Del.; Wally

ELSEWHERE

National Football League scores:

England 27, Cincinnati 21
Go 17, Dallas 7
Giants 30, Detroit 10
Bay 34, Minnesota 14
on 34, Pittsburgh 14
Raiders 27, Kansas City 17
eland 19, Philadelphia 3
ington 33, Phoenix 17
napolis 35, Tampa Bay 31
131, San Diego 28
r Francisco 24, Los Angeles 21
Orleans 20, Seattle 19
er 30, Atlanta 14

Base football:
College 32, BYU 6

Men's soccer:
3, Weber State 0

Men's soccer:
College of Idaho 4, BYU 2
5, Northwest Nazarene 3

Dodgers beat A's and take 2-0 lead

LOS ANGELES — Orel Hershisser did it all, holding Oakland's big bashers to three hits and getting three himself Sunday night as the Los Angeles Dodgers beat the Athletics 6-0 and took a stunning 2-0 lead in the World Series.

Hershisser's super season, which ended with a record 59 consecutive shutout innings, got even better with his most incredible performance of the year. He became the first pitcher to get three hits—including two doubles—in a World Series game since 1924 and the first ever to throw shutouts in both the playoffs and the World Series. He even threw in a fine fielding play.

The Dodger Bulldog, who has worked almost half his team's innings in the postseason, now has allowed just three earned runs in his last 92 innings.

Mike Marshall delivered a three-run homer and a triple in leading the Dodgers over the A's.

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| 02 Lost & Found | 25 Investments |
| 03 Instruction & Training | 26 Lots/Acreage |
| 04 Special Notices | 27 Resorts |
| 05 Insurance Agencies | 28 Cabin Rentals |
| 06 Situations Wanted | 29 Out of State Housing |
| 08 Help Wanted | 30 Business Opportunity |
| 09 Missionary Reunions | 31 Roommate Wanted |
| 10 Sales Help Wanted | 32 Real Estate |
| 11 Diet & Nutrition | 33 Computer & Video |
| 12 Service Directory | 35 Diamonds for Sale |
| 13 Contracts Wanted | 36 Garden Produce |
| 14 Contracts for Sale | 37 Garage Sales |
| 15 Condos | 38 Misc. for Sale |
| 16 Rooms for Rent | 39 Misc. for Rent |
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| 19 Couples Housing | 42 Musical Instruments |
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4 days, 2 lines	8.48
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John concert set by rowdies

Associated Press

BURN HILLS, Mich. — Rock band John stormed off the stage Tuesday night. The British singer and his band were accused of rowdy behavior at a concert in a suburb left one fan with a broken leg.

The crowd booed John when he left the stage at The Palace of Auburn Hills after playing for 90 minutes Tuesday night. The British singer and his band were accused of rowdy behavior at a concert in a suburb left one fan with a broken leg.

The 21-year-old Grosse Pointe Woods fan suffered a broken leg during the concert when he was allegedly thrown over a railing onto a concrete wall 10 feet below.

Honors Program courses cover a wide spectrum

By KENNETH S. ROGERSON
Campus Editor

There are everyday objects such as paperclips, pencils and tables come to mind. What is their religious significance?

Which philosopher was more important to the American founders: John Locke or Thomas Hobbes, Burlamaqui or John Hutchinson? And how did the American Revolution affect the environment? What effect does environmentalism have on the culture of San Francisco? What is the city a microcosm of America?

The Honors Program at BYU will answer these questions in three of 99 courses during Winter 1989.

Approximately 100 total courses are offered each semester. "One of the things that's been nice is the wide variety of courses we offer," said Jim Kearn, dean of honors and general education.

The Honors Program offers sections of regular 100-level university courses. It also provides numerous courses on unique subjects that can earn credit for university graduation.

For example: During Winter 1989 there will be a course on San Francisco's art, architecture, environmentalism, politics and ethnic diversity.

Another course called "The Moral Dimensions of Benevolence and the Moral Dimensions of the Scottish Enlightenment," will examine the effect of the Enlightenment's effect on the American Revolution.

Jessica McClure, rescuers honored by bronze plaque

Associated Press

LAND, Texas — With a little help from her mother, 2½-year-old Jessica McClure unveiled a bronze plaque Saturday commemorating her rescue one year ago after 58 hours of being trapped in an abandoned well.

The 5-year-old girl squealed with delight and hugged her mother's arms while 50 people crowded in to see the rescue, which shows the smiling faces of rescue workers when they pulled the bandaged child up a 6-foot shaft.

She and I are still thanking the rescuers for getting us our beautiful baby girl. Jessica McClure said at the ceremony. "This rescue meant a lot to us." Dr. Carroll Thomas praised the volunteer rescuers, many of whom came from cities outside Midland to help.

A bronze plaque, designed by Midland artist Gary Griffith, reads: "Nothing but love and faith gives away is gone. It is the hearts of others."

It was announced the creation of the award to be given by Midland to another U.S. city which shows a unity spirit akin to that displayed in Midland during Jessica's ordeal.

The first such award will be given to Midland on the second anniversary of Jessica's rescue.

Jessica fell into the 8-inch-wide

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There's more to do on campus than go to class

By KENNETH S. ROGERSON
Campus Editor

Many students spend their time searching for ways to avoid education. That may sound like an antithesis, but after classes are over many immediately sprint from campus to television sets or tennis rackets.

However, if students scrutinized the situation, they would find numerous ways to expand their education and experience and enjoy themselves here on campus — and many of them are free.

From the beginning of Orientation Week, when freshmen come to discover BYU, there are opportunities to expand.

There are previews and orientation meetings for colleges as well as the opportunity to spend an evening with professors who come to the residence halls to discuss the BYU experience and how to benefit the most from it.

But here, students have only just begun.

BYU boasts one of the largest college foreign film programs in the United States: the International Cinema. Cost is only \$1 per show or free with an International Cinema card, obtainable through appropriate classes.

This coming week the International Cinema features the Shakespearean classic "Taming of the Shrew," directed by Franco Zeffirelli and starring Richard Burton and Elizabeth Taylor; "Die Anstalt" and "The Long Voyage Home," a movie based on four plays by Eugene O'Neill.

Once a week, just before a film, the International Cinema sponsors a literary lecture on a film to help the audience better understand it. This

week the lecture will be on "The Long Voyage Home" and will be presented by Ed Geary, professor in the English Department.

The BYU Honors Program offers a wide range of activities open to all "motivated" students, according to a booklet published by the Honors Program, which is based in the Karl G. Maeser Building.

Some of these activities include colloquia, forums, "Insight" — a magazine published entirely by students, a student scholars conference and a series of concerts, dramatic productions and exhibitions in the Maeser Building.

This Tuesday, as part of the Honors Forum Series, Chris Montague, assistant coordinator for Great Basin Nature Conservancy, will discuss what needs to be done to save natural habitats in the Great Basin. The lecture is scheduled for 11 a.m. in 321 MSRB with a question and answer period following.

The Honors Program also sponsors the tri-semester Flea Market of Ideas, the most recent of which discussed Japan in today's world. The Flea Market is a series of informative lectures over a period of three days on a specific, relevant subject.

The language departments are constantly inviting literary critics and prominent figures to speak to students.

For example, on Oct. 25, Russian immigrant Victoria Michailova will speak at 7:30 p.m. in 258 ELWC.

The recent Willa Cather Symposium brought people from all over the country, including literary critic Alfred Kazin, to discuss American literature and the family through Cather's works. The days were filled with lec-

tures and discussions that were open to students.

The History Department recently invited Deborah Lipstadt, an expert on the Jewish Holocaust to speak. She discussed how the American press affected the Holocaust during World War II.

The College of Family Sciences sponsors four lectures each semester. The next one is on Oct. 27 in the Wilkinson Center Ballroom at 7:30 p.m. Bruce C. Hafen, dean of the J. Reuben Clark Law School, will discuss "Law and the Family of the Future."

This college is also sponsoring workshops on how to strengthen step-families. They will run through Nov. 9. For more information call 378-2069.

The Psychology Department hosts a weekly forum and this week Dr. Bert Cundick, BYU professor, will discuss "Describing and Dealing with Individual Differences." The forum is scheduled for Thursday from 3 p.m. to 4:30 p.m. in 214 CTB.

BYUSA sponsors weekly events from Chalk Talks on Fridays before football games to Friday Night Live, coming up on Oct. 21, from campus parties and activities to the weekly "Soapbox," in the Checkerboard Quad, where students can express ideas and feelings "to the world."

Many BYUSA meetings are open to student participation and input. Recently, there have been committees organized to discuss the honor code, the new "Student Achievement Award," help with Homecoming activities and organize 'Y'-Vote Week. For more information go to 4th Floor, ELWC.

There are also Forum and Devo-

tional assemblies sponsored by the university and the monthly 17-Stake Firesides. The next fireside will be held on Oct. 30 at 7:30 p.m. in the Marriott Center. Boyd K. Packer, member of the Quorum of the Twelve of The Church of Jesus Christ of Latter-day Saints, will be the speaker. This fireside will coincide with the annual Book of Mormon Symposium which will be held on campus.

The Department of Music sponsors concerts, student and faculty recitals, Music at Midday and brings in many artists from around the world. The

BYU production of the opera "Carmen" will open Oct. 27. There is a possibility of participating in something musical almost every night.

The B.F. Larsen Gallery and Secured Gallery, HFAC have constant art exhibits featuring both BYU students' work and traveling exhibits. This summer the Gallery featured a photographic essay of the Vietnam War Memorial in Washington D.C.

The Chemistry and Physics/Math Departments also host speakers periodically. Peter W. Carr will speak on

See ACTIVITIES on page 10

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ACTIVITIES

Continued from page 9

Oct. 18 on "Solvatochromism and Chromatography." Mary L. Mandich will speak on Oct. 25 on the "Reactions of Silicon Clusters: Chemistry on Microscopic Surfaces." Both will speak in 241 ESC at 3 p.m.

On Oct. 19 William E. Evenson will discuss "Learning about Defects in Solids by PAC Spectroscopy," in 260 ESC at 4 p.m.

The Monte L. Bean Museum, to the north of campus, is open to the public with exhibits and tours.

On Oct. 18 the Geology Department will sponsor a lecture on a recent paleontological discovery at the BYU's Dry Mesa Quarry in Colorado. The lecture will be at 4 p.m. in 255 ESC.

The David M. Kennedy Center for International Studies consistently brings in world renowned figures to discuss current events. Recently Miklos K. Radanyi, a Library of Congress senior specialist on Eastern Europe, spoke on the developments leading to the recognition of the LDS Church by Hungary.

Eytan Bentsur, Consul General from Israel, spoke to a small group of students at the beginning of the semester. The lecture was open to all and was free.

On Thursday Sir Fergus Montgomery, a member of the British Par-

liament, will speak on "Britain's Role in World Affairs."

The lecture will be in 238 HCRB at 11 a.m. Also this week, Goran Rystad, a professor at the University of Sweden, will discuss Swedish neutrality and an Israeli ambassador will also speak.

The BYU School of Management hosts different lectures including the Entrepreneur Lecture Series, the Information Management Lecture Series and the Executive Lecture Series. At least once a week there will be a speaker from the business world.

The Communications Department sponsors a weekly Communications Symposium featuring speakers such as Richard Capen, publisher of the Miami Herald, and Leonard Marks, former director of the U.S. Information Agency.

On Thursday Gary Gomm, a newspaper consultant and broker from Texas will speak at 11 a.m. in the Pardoe Theater, HFAC.

The Law School sponsors various symposiums on Thursday evenings.

There are numerous clubs and groups on and off campus that sponsor activities and lectures. Some of these can be found every Tuesday and Thursday in the "At-A-Glance" and "Clubnotes" sections of The Daily Universe.

For example, the Students for Hu-

man Rights group is hosting weekly lectures for the rest of the semester, including BYU Professor Robert Ford, discussing human rights in Guatemala on Wednesday and Political Science Professor Edwin Morrell will discuss human rights in Eastern Europe on Oct. 26.

The club "Response" will continue to sponsor lectures and activities including Stuart Breisch, from Physicians for Social Responsibility, who will discuss "The Social Cost of Nu-

clear Weapons" at 7:30 p.m. on Nov. 3 in 2084 JKHB.

The Harold B. Lee Library has various exhibits including one featuring Italian Renaissance books.

These are just a drop in the bucket of the possibilities for learning BYU offers its students outside of the classroom and the textbooks. Taking advantage of these and many other opportunities our knowledge grows and our education is greatly heightened and enhanced.

Oct. Workshops Expand Your Vision!

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Tuesday, Oct. 18th	10:00 Values
Wednesday, Oct. 26th	2:00 Creative Living

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Board of Education to enliven required reading in California

Associated Press

MONTEREY, Calif. — In a blow against dull and contrived reading material, California's Board of Education has moved to reverse the "dumbing down" of student textbooks and recapture the magic of reading.

The 11-member board on Friday approved a list of 25 children's books educators said will replace stultifying, formula-dictated texts with literature and classics of richness and diversity.

At the same time, board member Armen Sarafian, responding to criticism about lobbying by textbook publishers, demanded an investigation by the state attorney general's office into the book selection process.

State Superintendent of Public Instruction Bill Honig had said he thought some board members had become "too cozy" with the publishers, accepting free rides and other things of value.

California, with 11 percent of the nation's annual \$1.5 billion textbook expenditure, has great clout with the publishers.

Honig and the board agreed, however, that the new books will go along way toward reviving the magic of reading for youngsters, and exposing them to good writing.

The exercises in the books stress comprehension rather than single-word fill-in-the-blank answers that do little to help children understand what they have read, Honig said. Textbooks determine an estimated 90 percent of what teachers teach, state education officials say.

Current prescribed texts meet a so-called "readability formula" based on rote, repetition, numbers of syllables in a word and the word-count in paragraphs — a dust-dry formula critics say robs children of the very elements that might motivate them to read.

The official revolt against stupidity in education included board rejection of all spelling books that had been submitted for consideration.

The board declared that spelling should be taught along with reading and writing, not as an isolated, unconnected exercise.

Members also decided to require future textbooks to come with a "consumer warning label" listing included literary works that had been abridged, adapted or excerpted. It was the third such decision in as many years aimed at nudging publishers to provide more thought-provoking fare for school children.

In earlier action, the board rejected science texts lacking detailed explanations of evolution, and math books that neglected the basics of problem-solving in favor of rote skills.

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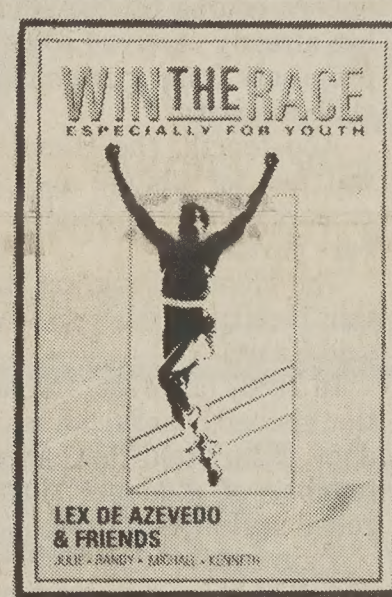
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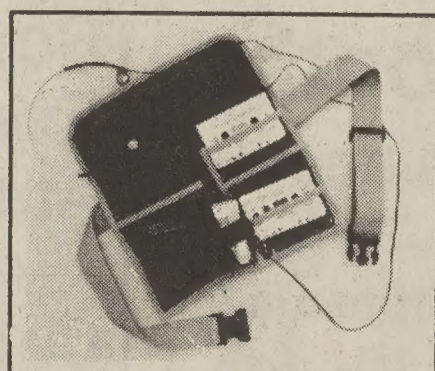
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